

# Cognitive Psychology (PSY/CGS 3361.002)

Fall 2020

## General Information

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### Instructor

Dr. Kendra Seaman | Contact Info: [kendra.seaman@utdallas.edu](mailto:kendra.seaman@utdallas.edu)

Please call me: Dr. Seaman or Professor Seaman, she/her

Virtual Office Hours: Tuesday/Thursday 2:00 PM – 3:00PM via MS Teams (and by appointment)

### Teaching Assistant

Naewoo Shin | Contact Info: [Naewoo.Shin@utdallas.edu](mailto:Naewoo.Shin@utdallas.edu)

Please call me: Neo, he/him

Virtual Office Hours: by appointment

### Prerequisites

- Introduction to Psychology

## Course Modality and Expectations

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This is an asynchronous, online course. This means all instruction and testing will be online. The course can be accessed on Blackboard at <https://elearning.utdallas.edu/> using your NetID and password. There is some flexibility given to students in order to complete the course at a distance. *Asynchronous does not mean that you can complete the course at your own pace or discretion; you **must** complete course requirements at the times outlined in this syllabus.* All deadlines in this syllabus are local times in Dallas, Texas: Central Daylight/Standard Time.

## Course Overview

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### Course Overview

Cognitive psychology is the study of how we sense and interpret information from the world around us, incorporate this new information with our prior experiences, and determine how to respond to an ever-changing environment. While the main purpose of this course is to introduce you to the scientific study of the mind, you will also begin to understand the central role cognition plays in our everyday lives.

The course will proceed in three distinct modules: Attention and Perception, Learning and Memory, and Higher Cognitive Function. Written work will include both formal and informal writing assignments. You will also be expected to complete learning activities and participate in small group discussions.

### Course Learning Objectives.

Upon completing this course, students should be able to:

- Analyze, evaluate, and compare major theories in cognitive psychology and relate new experimental results to these theories.

- Critically evaluate the quality of cognitive research and formulate logical arguments on the basis of theoretical or empirical analyses.
- Understand research methods in cognitive psychology, the strengths and weaknesses of these methods, and how these methods are being integrated with neuroscience to further our understanding of how the mind and brain function.
- Explain some of the broader implications of cognitive research for society.

### Recommended Text:

Goldstein, B. (2019). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*, 5<sup>th</sup> Edition. Wadsworth Cengage Learning.

- An online version of textbook is available for rental or purchase at <https://www.cengage.com/unlimited>. Earlier versions of this textbook will be sufficient.

### Journal Articles:

**(Only 3 of these articles will be required per student; Specific assignments will be during Week 1)**

- Akhtar, S., Justice, L. V., Morrison, C. M., & Conway, M. A. (2018). Fictional First Memories. *Psychological Science*, 095679761877883. <https://doi.org/10.1177/0956797618778831>
- Brod, G., Bunge, S. A., & Shing, Y. L. (2017). Does One Year of Schooling Improve Children's Cognitive Control and Alter Associated Brain Activation? *Psychological Science*, 28(7), 967–978. <https://doi.org/10.1177/0956797617699838>
- Cooper, R. A., Kensinger, E. A., & Ritchey, M. (2019). Memories Fade: The Relationship Between Memory Vividness and Remembered Visual Saliency. *Psychological Science*, 30(5), 657–668. <https://doi.org/10.1177/0956797619836093>
- Eskreis-Winkler, L., & Fishbach, A. (2019). Not Learning From Failure—the Greatest Failure of All. *Psychological Science*, 30(12), 1733–1744. <https://doi.org/10.1177/0956797619881133>
- Freeman, J. B., Pauker, K., & Sanchez, D. T. (2016). A Perceptual Pathway to Bias: Interracial Exposure Reduces Abrupt Shifts in Real-Time Race Perception That Predict Mixed-Race Bias. *Psychological Science*, 27(4), 502–517. <https://doi.org/10.1177/0956797615627418>
- Grant, K. A., Sandman, C. A., Wing, D. A., Dmitrieva, J., & Davis, E. P. (2015). Prenatal Programming of Postnatal Susceptibility to Memory Impairments: A Developmental Double Jeopardy. *Psychological Science*, 26(7), 1054–1062. <https://doi.org/10.1177/0956797615580299>
- Havron, N., Ramus, F., Heude, B., Forhan, A., Cristia, A., Peyre, H., ... Thiebaugeorges, O. (2019). The Effect of Older Siblings on Language Development as a Function of Age Difference and Sex. *Psychological Science*, 30(9), 1333–1343. <https://doi.org/10.1177/0956797619861436>
- Hayakawa, S., Tannenbaum, D., Costa, A., Corey, J. D., & Keysar, B. (2017). Thinking More or Feeling Less? Explaining the Foreign-Language Effect on Moral Judgment. *Psychological Science*, 28(10), 1387–1397. <https://doi.org/10.1177/0956797617720944>
- Kubota, J. T., Li, J., Bar-David, E., Banaji, M. R., & Phelps, E. A. (2013). The Price of Racial Bias: Intergroup Negotiations in the Ultimatum Game. *Psychological Science*, 24(12), 2498–2504. <https://doi.org/10.1177/0956797613496435>
- Mrkva, K., Westfall, J., & Van Boven, L. (2019). Attention Drives Emotion: Voluntary Visual Attention Increases Perceived Emotional Intensity. *Psychological Science*, 30(6), 942–954. <https://doi.org/10.1177/0956797619844231>
- Rocklage, M. D., Rucker, D. D., & Nordgren, L. F. (2018). Persuasion, Emotion, and Language: The Intent to Persuade Transforms Language via Emotionality. *Psychological Science*, 29(5), 749–760. <https://doi.org/10.1177/0956797617744797>
- Witt, J. K., Tenhundfeld, N. L., & Tymoski, M. J. (2018). Is There a Chastity Belt on Perception? *Psychological Science*, 29(1), 139–146. <https://doi.org/10.1177/0956797617730892>

### Trade Paperbacks:

**(Only 3 of these texts will be required per student; Specific assignments will be during Week 1)**

All of the following are available as e-books and/or print from the UTD McDermott Library.

- Beilock, S. (2015). *How the Body Knows Its Mind: The Surprising Power of the Physical Environment to Influence How You Think and Feel*. New York: Atria Books.
- Chabris, C., & Simons, D. (2009). *The invisible gorilla: How our intuitions deceive us*. New York: Crown.
- Duckworth, A. L. (2016). *Grit: The Power of Passion and Perseverance*. New York: Schribner.
- Ericsson, K.A., & Pool, R. (2016). *Peak: Secrets from the New Science of Expertise*. New York: Eamon Dolan/Houghton Mifflin Harcourt.
- Foer, J. (2011). *Moonwalking with Einstein: The art and science of remembering everything*. New York: Penguin.
- Iyengar, S. S. (2011). *The Art of Choosing*. New York: Twelve Books.
- Loftus, E. F., & Ketcham, K. (1994). *The Myth of Repressed Memory: False Memories and Allegations of Sexual Abuse*. New York: St. Martin's Griffin.
- McWhorter, J. (2016). *Words on the Move: Why English Won't - and Can't - Sit Still (Like, Literally)*. London: Picador.
- Mullainathan, S., & Shafir, E. (2013). *Scarcity: Why having too little means so much*. New York: Times Books.
- Shaw, J. (2016). *The Memory Illusion: Remembering, Forgetting, and the Science of False Memory*. London: Random House UK.
- Stone, A. (2013). *Fooling Houdini: Magicians, Mentalists, Math Geeks and the Hidden Powers of the Mind*. New York: Harper Paperbacks.
- Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving Decisions About Health, Wealth, and Happiness*. London: Penguin Books.

## Podcasts

**(Only 3 of these podcasts will be required per student; Specific assignments will be during Week 1)**

- Abumrad, J. and Krulwich, R. (Hosts). (2012, May 21). *Colors*. [audio podcast episode]. In *Radiolab*. WNYC. <https://www.wnycstudios.org/podcasts/radiolab/episodes/211119-colors>
- Abumrad, J. and Krulwich, R. (Hosts). (2006, May 5). *Where am I?* [audio podcast episode]. In *Radiolab*. WNYC. <https://www.wnycstudios.org/podcasts/radiolab/episodes/91524-where-am-i>
- Abumrad, J. and Krulwich, R. (Hosts). (2007, June 7). *Memory and Forgetting*. [audio podcast episode]. In *Radiolab*. WNYC. <https://www.wnycstudios.org/podcasts/radiolab/episodes/91569-memory-and-forgetting>
- Malcolm, L. (Host). (2018, August 19). *Memory loss and identity*. [audio podcast episode]. In *All In the Mind*. ABC. <https://www.abc.net.au/radionational/programs/allinthemind/memory-loss-and-identity/10119238>
- Anderson, K. (Host). (2012, November 23). *So You Think You're Creative?* [audio podcast episode]. In *Studio 360*. WNYC. <https://www.wnyc.org/story/so-you-think-youre-creative/>
- Raz, G. (Host). (2017, January 20). *The Five Senses*. [audio podcast episode]. In *Ted Radio Hour*. NPR. <https://www.npr.org/programs/ted-radio-hour/510456207/the-five-senses>
- Raz, G. (Host). (2014, March 7). *Extrasensory*. [audio podcast episode]. In *Ted Radio Hour*. NPR. <https://www.npr.org/programs/ted-radio-hour/283440560/extrasensory>
- Raz, G. (Host). (2014, October 3). *The Source of Creativity*. [audio podcast episode]. In *Ted Radio Hour*. NPR. <https://www.npr.org/programs/ted-radio-hour/351538855/the-source-of-creativity>
- Raz, G. (Host). (2019, May 10). *Jumpstarting Creativity*. [audio podcast episode]. In *Ted Radio Hour*. NPR. <https://www.npr.org/programs/ted-radio-hour/719553183/jumpstarting-creativity>
- Vedantam, S. (Host). (2019, December 16). *Did That Really Happen? How Our Memories Betray Us*. [audio podcast episode]. In *Hidden Brain*. NPR. <https://www.npr.org/2019/12/16/788422090/did-that-really-happen-how-our-memories-betray-us>
- Vedantam, S. (Host). (2020, July 6). *The Night That Lasted A Lifetime: How Psychology Was Misused In Teen's Murder Case*. [audio podcast episode]. In *Hidden Brain*. NPR. <https://www.npr.org/2020/07/03/887179151/the-night-that-lasting-a-lifetime-how-psychology-was-misused-in-teens-murder-case>

Vedantam, S. (Host). (2020, July 27). *Creativity and Diversity: How Exposure To Different People Affects Our Thinking*. [audio podcast episode]. In *Hidden Brain*. NPR. <https://www.npr.org/2020/07/27/895858974/creativity-and-diversity-how-exposure-to-different-people-affects-our-thinking>

## Course Requirements

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### **Writing Assignments (60% of grade).**

There will be several formal and informal writing assignments throughout the course, described in detail below. All writing assignments, formal and informal, should be carefully prepared and proofread. They are due by 11:59PM on the dates indicated below on the "Course Schedule." It is essential that all writing assignments reflect your own original work (see note on academic integrity below) and should contain little or no quotations from other sources. Specific guidelines for each type of writing assignment, including the rubrics that will be used for evaluation, are posted on Blackboard.

Drafts of each assignment type will be required during Module 1. These drafts will be peer-reviewed using grading rubrics. This will give students feedback on each assignment type prior submitting a final draft for grading. Drafts will not be collected, nor assessed, during Modules 2 and 3.

All writing assignments will be submitted via Blackboard as detailed below; no writing assignments will be accepted via email. Word limits have been indicated for all formal writing assignments. These are firm limits. **Please do a word count.** If your answer appears to exceed the limit, we will do a word count. If it exceeds the limit by more than a few words, we will not read the assignment and you will receive no credit. **Please be precise and concise in your writing.**

*Book Evaluations (30% of grade).* Each module you will be assigned a trade paperback book to read and critically evaluate in 500 words or less. For each evaluation (10% of your grade), you will be responsible for *briefly* summarizing the main psychological ideas of the book and describing whether or not the authors' presentations are consistent with scientific literature. Each evaluation *must* be submitted via Blackboard and will be graded using a 10-point rubric considering both the clarity and content of your writing.

*Article Responses (18% of grade).* Each module you will also read and respond to an original research article in 250 words or less. For each paper (6% of final grade), you will be required to *briefly* summarize the research reported in the article and provide a personal response to the article. Each response *must* be submitted via Blackboard and will be graded on a 6-point rubric considering both the clarity and content of your writing.

*Blog Posts and Commentary (12% of grade).* During each module of the course, you will be expected to create one blog post related to the theme of that module. Each blog post must include either an attachment or a link containing a pertinent article, website, or audio or video resource along with an original written description. You may not use any resource referenced in the textbook, in lecture, in the general class blog, or by another student in your discussion group. Each post will be graded on a 4-point rubric considering both your writing as well as the relevance of the resource to the module topic. In addition to the resource, each blog post should include:

- A brief description of the resource provided by the post.
- A short definition of the related cognitive construct.
- A brief discussion of how the resource is related to this construct.

### **Group Discussions (24% of grade)**

In addition to the formal written assignments, you will also be required to participate in asynchronous, small group discussions through written or video posts. For each article, podcast, book, or blog post, you will be required provide two substantive comments or questions about the topic in the appropriate discussion forum (2% of grade per forum). These posts must be made by 11:59PM on the dates indicated below on the "Course Schedule" to receive credit. All students will randomly be placed into discussion groups and the discussion groups will switch with each learning module.

### **Class Participation (16% of grade)**

My intent is for this course to be an engaging experience for you. To facilitate this interaction, quizzes will be embedded in the lessons. Your interaction may allow you to earn points for correct responses or for general participation.

*Personal Introduction (1% of grade).* At the beginning of the course, you will write a *brief* personal introduction that should be no longer than 100 words. This assignment will allow you to introduce yourself to the instructor and ensure that you can correctly use Blackboard.

*Lesson Activities (15% of grade).* Each lesson, there will be activities - including demonstration tasks, short quizzes, reflections, and evaluation questions - embedded into the lesson (< 1% of grade). Lesson activities will be available in a 48-hour window (12:00AM Monday – 11:59PM Tuesday or 12:00AM Wednesday – 11:59PM Thursday). These lesson activities must be completed by 11:59PM on the second day they are available; any activities completed after this time will receive no credit. Quizzes will be assessed for accuracy, but you will be able to resubmit as many times as you want to achieve the grade you desire. Reflections and evaluations will be assessed based on completion, not on content.

### **Research Exposure Credit (REC) Requirement**

One requirement of all students enrolled in this class is completion of two research exposure credits. Details about this requirement can be found on a separate handout distributed on the course eLearning page and in the BBS Information Center on eLearning. Research exposure credits must be completed by the date found on the REC instruction sheet or your course grade will be lowered. For each credit you fail to complete, your course grade will be reduced by 1/3 of a letter grade (e.g., for 2 missing credits, a B+ will become a B-).

## **Course Policies**

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### **Grading**

As alluded to above, your final grade will be based on Written Assignments (60% of final grade), Group Discussions (24% of final grade), and Class Participation (10% of final grade). Grades of individual assignments will be based on absolute performance, not on the relative performance of others in the class (i.e. there will not be a curve). At the end of the semester, final grades will be computed by taking the proportion of the points earned for the course requirements. If your final score has a fractional part that is exactly .5 or greater, I will round up to the nearest whole number. If your score has a fractional part lower than .5, I will round down. Your final letter grade will be based on the following grading scale: A 93-100%; A- 90-92; B+ 87-89; B 83-86;

B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F <60. Please note: if you fail to complete two REC credits, your final grade will be reduced as described above.

Feedback. All grades will be posted on the course website as soon as they are available. We will make every effort to keep an up-to-date and accurate reflection of your course grade on Blackboard. Occasional grading errors may occur, so please bring any concerns about your grade to our attention (privately) as soon as possible.

Extra Credit. Please do not ask for any extra credit opportunities. No extra credit opportunities will be granted.

Late assignments. All assignments are due at 11:59PM on the day given in the "Course Schedule" below. Each day the assignment is late, 1 more point will be deducted. Informal blog posts must be turned in on the day they are due to receive any credit.

### **Course Access and Navigation.**

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### **Communication.**

This syllabus and the course site on Blackboard will be the primary source of information for the course. Course announcements will also be made via email and posted on Blackboard. For specific questions that are not answered in the syllabus or on Blackboard, you are encouraged to post a question in the "Questions for TA/Instructor" discussion board on Blackboard. If you chose to email the course Instructor or TA, please include "Cog Psych Question" in the subject line of the email. We will do our best to return emails **within 3 working days**, but we strongly encourage you to ask questions in the Blackboard discussion board. Please do not wait until the last minute to send inquiries. Unanswered last minute inquiries will not excuse you from an assignment. If you would prefer to talk to one of us directly, please utilize the office hours listed on the first page or email us directly to schedule a virtual appointment.

### **Class Participation.**

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

### **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### **Class Materials.**

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### **Reading and Listening assignments.**

Reading and listening assignments are listed on the "Course Schedule" below and come from the recommended textbook, scientific journal articles that will be available on Blackboard, or trade paperback books. Assignments and lectures will cover important concepts in cognitive psychology; there may be overlap between the readings and the lectures, but there will deviation between the two.

### **Help!**

If you are struggling with the course material, it is imperative that you contact either the course Instructor or TA as soon as possible. We are happy to help you develop study skills and identify additional resources if you contact us in a timely matter; however, there is little we can do to help you right before an exam and even less we can do if you wait until the end of the course. Students who find themselves struggling with the writing assignments are encouraged to check out the resources at the [Writing Center](#).

*Distance Learning Student Resources.* Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

*Server Unavailability or Other Technical Difficulties.* The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

*Academic Support.* Any student who may need an accommodation based on the potential impact of a disability should contact the Office of Student AccessAbility to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to the [Office of Student AccessAbility](#).

### **Academic Dishonesty and The Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do." Academic honesty is expected of all UTD students. UTD policy indicates that "Academic dishonesty includes but is not limited to plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage" (<https://www.utdallas.edu/conduct/dishonesty/>). If you have questions, please contact the instructor or TA.

### **UT Dallas Syllabus Policies and Procedures.**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*

*All changes will be announced in class and updated versions of syllabus will be posted on Blackboard.*

## Course Schedule

Lesson	Class	Lesson	Reading/ Listening	Writing Deadlines	Group Discussion
1	8/18/20	Introduction			
2	8/20/20	History & Methods 1	Chapter 1	Personal Introduction	
3	8/25/20	Cognitive Neuroscience & Methods 2	Chapter 2		
4	8/27/20	Vision 1	Website	M1 Article Response -Rough Draft	
5	9/1/20	Vision 2	Chapter 3	M1 Article Response Peer Review	M1 Article Discussion
6	9/3/20	Mechanical and Chemical Senses	M1 Podcast	M1 Article Response – Final Draft M1 Blog Post – Rough Draft	
7	9/8/20	Attention I	Chapter 4	M1 Blog Post - Peer Review	M1 Podcast Discussion
8	9/10/20	Attention II		M1 Blog Post – Final Draft M1 Book Eval – Rough Draft	
9	9/15/20	Cognitive Control	Website	M1 Book Eval – Peer Review	M1 Blog Discussion
	9/17/20			M1 Book Eval – Final Draft	M1 Book Discussion
10	9/22/20	Sensory Memory and STM	Chapter 5		
11	9/24/20	Working Memory	M2 Podcast		M2 Podcast Discussion
12	9/29/20	LTM - Encoding and Retrieval	Chapter 7	M2 Article Response	
13	10/1/20	LTM - Declarative Memory	Chapter 6		M2 Article Discussion
14	10/6/20	LTM - Non-declarative Memory	Website	M2 Blog Post	
15	10/8/20	Everyday Memory	Chapter 8		M2 Blog Discussion
16	10/13/20	Memory Errors			
17	10/15/20	Knowledge	Chapter 9		
	10/20/20			M2 Book Eval	M2 Book Discussion
18	10/22/20	Visual Imagery	Chapter 10		
19	10/27/20	Language	Chapter 11		
20	10/29/20	Problem Solving & Creativity	M3 Podcast		M3 Podcast Discussion
	11/3/20	Election Day			
21	11/5/20	Reasoning	Chapter 12	M3 Article Response	
22	11/10/20	Decision Making 1	Chapter 13	M3 Blog Post	M3 Article Discussion
23	11/12/20	Decision Making 2	Website		
24	11/17/20	Group Differences: Gender and Race	Website		M3 Blog Discussion
25	11/19/20	Development and Aging	Websites		
26	11/24/20	Emotion and Motivation	Websites	M3 Book Evaluation	M3 Book Discussion